



OUR INVISIBLE CULTURAL CLOAK:

REFLECTING AND UNEARTHING OUR CULTURAL KNOWLEDGE AND
BIASES THROUGH META-NARRATIVES

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BACKGROUND TO THIS RESEARCH – QUOTIENTS



If you have a low CQ score you see everyone else's behavior through your own cultural lens

For multi-national or global organisations having a high CQ predicts success

CQ can be taught!



COMPONENTS OF CQ:

- A drive to learn about other cultures
- Knowledge and understanding of some general cultural differences
- Have strategies to examine how to make sense of difficult situations AND learn from them
- Behavioral flexibility so adapt your conduct like a cultural chameleon



BACKDROP TO THIS PARTICULAR STUDY

PERSONAL CULTURAL KNOWLEDGE IS LIKE AN INVISIBLE CLOAK

what is it made from?

how big is it?

is it patchwork or polka dots?

how and when did it form?

are you aware of it?

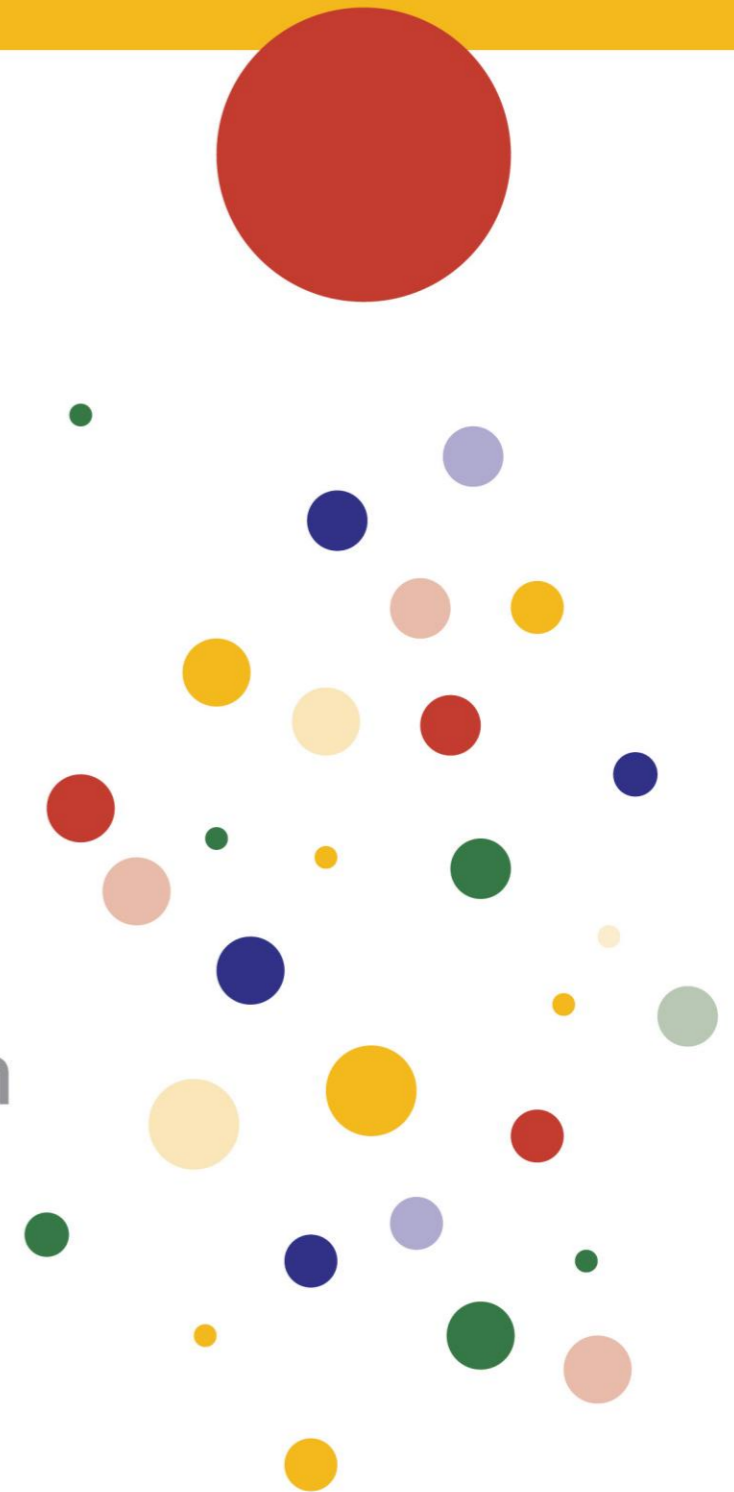


REMEMBERANCES = REMEMBER + INSTANCES

NOT JUST MEMORY – NOT JUST REFLECTION

Like something simmering and a bubble pops up every now and then
– need time

I was curious to examine this qualitative methodology with educators for use with undergraduate students



METHOD

From: friends and family

TV

films

books and

travel visits

I did not define 'culture'!

Go back to your earliest rememberances

- state your approximate age
- state whether it was a positive, negative or neutral
- spend two weeks on this.

Dipping in and out.



PARTICIPANTS

Six educators from UCC –

I asked the participants to do the actual research themselves and then to critique the methodology and suitability of this exercise for integrating CQ with undergraduate students into the curriculum.

Then possibly to do a larger research study on the findings.



COMPLEX FINDINGS / GROUPINGS / INTERPRETATIONS

- Exposure by living in another country (9)
- Skin colour / racial incidences (8)
- Seeing different lifestyles (8)
- Culture through generations at home (6)
- Holidays and short visits (6)
- Seeing different traditions (5)
- Cultures within cultures in same country (5)
- Enhanced sensitivity to other cultures (5)
- Reverse cultures in same country (4)
- Cultural differences / customs (3)

COMPLEX FINDINGS / GROUPINGS / INTERPRETATIONS cont.

- TV Ads / Programs / Books (3)
- Different sexual norms (3)
- Language and expressions (2)
- Peer group pressures & reactions (2)
- Health within same population (2)
- Changing norms through generations (2)

(1): Gender / Books / Wealth & Poverty / Nationalism / Boyfriends / Dressing / Basic Emotions / Pen Pals / **Organisations** / UK centric / Subversive Cultures

STARTING QUOTATIONS FROM PARTICIPANTS

“as it is starting with what the student ‘knows’ from his/her own life- it is an emotional starting point that has meaning”

“the cultural instances, positive and negative, that I can still “feel” and “see” in my mind and respond to very clearly – they are part of me!”

“these formative experiences often led to a belief in social justice and a desire to change the world!”

AGE DIFFERENCES / REACTIONS TO EXERCISE

Very young:

“Absorb / unquestioning but still very vivid rememberances.”

Older 10+:

- 1) “Being open to others and their way of thinking / doing things”.
- 2) “Showing respect for other cultures, particularly if I was in ‘their’ country”.
- 3) “That no one culture is automatically superior to another”.
- 4) “That blending bits and pieces from different cultures can be positive for the human being we all construct of ourselves”.
- 5) “That there are certain ‘red lines’ of non-acceptance; racism being one, religious bigotry being another”.

META

THINKING...

...UNDERSTANDING...

...RESEARCH...

...NARRATIVES

NARRATIVES & INVISIBLE CLOAKS – IDEAS

1. Each individual can write a personal Meta-Cultural Narrative after they have done this exercise (assignment).

2. Pairs of students can discuss and write about the essence of their experiences (class exercise & discussion).

3. Researchers can gather together all the invisible cloaks and interpret them into a Grand Cultural Narrative.



RELATIONSHIP
OF **CQ** TO THIS
CONFERENCE
THEME

“CONNECTED IN DIVERSITY:
POSITIONED FOR IMPACT”

CQ could not be more relevant in these times!

REFERENCES

Christopher Earley

Dean of the UTS Business School,
University of Technology Sydney, Australia.

Cultural Intelligence Centre,
Michigan, USA.

Soon Ang

Professor of Management,
Nanyang Technical College,
University of Singapore.

